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ABSTRACT

This monograph contains one-page profiles for 49 language usage tests for the assessment of writing. These tests are indirect measures and evaluate students ability to recognize standard English usage. The profiles are arranged alphabetically by test name. The profiles contain the following elements: (1) name of the test, (2) date of publication; (3) publisher's name and address; (4) administration time; (5) grade level; (6) trait(s) measured; (7) writing sample; (8) evidence of reliability; (9) suggested uses; (10) evidence of validity for intended usage; and (11) special conditions of availability. Three indexes follow the profiles: (1) tests by publisher; (2) tests by grade level; and (3) tests with writing samples. The profiles are designed to facilitate a general screening of available test options. Before making any final test selection decision, additional informatiohn should be obtained from test publishers, and factors concerning test reliability, test validity and test logistics should be evaluated. (JAZ)

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A GUIDE TO PUBLISHED TESTS OF WRITING PROFICIENCY

Second Edition

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A GUIDE TO PUBLISHED TESTS OF WRITING PROFICIENCY

Second Edition

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TABLE OF CONTENTS

	Page
SELECTING AN INDIRECT ASSESSMENT OF WRITING SKILL	1
Characteristics of Indirect Assessment	1
An Overview of the Test Profile	2
Test Selection Considerations	3
PROFILES OF TESTS OF WRITING PROFICIENCY	5
INDEXES	
Tests by Publisher	57
Tests by Grade Level	60
Tests with Writing Samples	64

SELECTING AN INDIRECT ASSESSMENT OF WRITING SKILL

This monograph covers the characteristics, selection considerations and sources of available language usage tests for assessment of writing. When properly used, indirect measures of writing proficiency can be effective and efficient. Although an indirect measure (objective test) makes no attempt to assess the student's skill in actual writing, it does measure the student's ability to recognize standard English usage. Students are generally required to identify usage problems and select correct responses from among multiple choices. Objective tests of language usage call for knowledge of grammar, punctuation, sentence structure, diction, style and organization: knowledge which is a necessary but not sufficient requirement for good writing.

Charateristics of Indirect Assessment

Indirect measures can follow a number of formats. Typically, they are constructed as follows. The examinee is presented with a series of sentences and paragraphs, each containing one or more underlined elements. The examinee is asked to verify the correctness or appropriateness of each underlined element, or else, if the element contains an error, to select an alternative from among several choices. As with any objective test, scoring is usually done by machine. Even hand scoring is more rapid than with direct measures, however, since scorers are not called upon to make personal judgments or comparisons; answers are either right or wrong.

Although indirect assessments are not a substitute for direct evaluation of students' writing proficiency, they can be useful in specifying students' skills in dealing with standard English usage. They are also inexpensive to administer, significantly less costly and time consuming to score than direct measures, and when care is taken with test selection, they can be used to diagnose individual skills, identify appropriate course placements and select students for special programs. Like direct measures, indirect assessments may be either norm or criterion referenced, and scoring can provide both holistic and analytical information on students.

Anyone seriously considering use of an indirect measure of writing proficiency faces the sizeable task of culling through available tests to find the one that best serves the school's specific needs. The information presented in the following pages is intended to simplify that task by providing brief descriptions of numerous published tests of writing or language usage proficiency. The test profiles cover traits measured, administration time, age levels, appropriate uses and reliability and validity information. Although profiles are not sufficiently detailed to allow for final test selection, they can help

limit available options. Assessors are then encouraged to contact test publishers directly for the detailed information needed to make a final choice.

An Overview of the Test Profile

The information in each test profile is summarized from the technical manuals provided by the test publisher. Each test profile has been reviewed by the publisher to ensure accuracy. If specific information was not available from the publisher, its unavailability is noted in the profile. Also, test information too complex or lengthy to be concisely summarized (e.g., summary statistics related to reliability or validity) is noted, and the user is referred to the publisher's technical references.

Elements included in the test profiles are as follows:

(1)	The name of the test	In some cases, the name listed is that of an achievement battery subtest. Such subtests are typically administered as part of an entire battery and cannot be used alone. Exceptions are noted. Also, publishers are the final authority on how tests can be administered and should be contacted regarding special requests for test use. All tests not identified as part of a larger battery can be used alone.
(2)	Date of publication	Most recent edition is profiled.
(3)	Publisher	Publisher's name and mailing address are provided. Many publishers also have regional and local service representatives capable of providing valuable assistance in test selection and use. Regional information is available from the central office.
(4)	Administration time	Number of minutes required to administer the test is given.
(5)	Grade levels	Grade/age levels recommended for test use are given.
(6)	Trait(s) measured	Aspects of writing or language usage proficiency tapped by the test are identified.

(7)	Writing sample	Item indicates whether or not a direct (writing sample-based) measure of writing skill is offered as part of the test; also indicates whether scoring procedures are suggested by the publisher.
(8)	Evidence of reliability	Summary of evidence that test scores are reliable.
(9)	Suggested uses	Principal mode(s) of test score interpretation is indicated as (1) norm referenced (comparing the performance of one student with that of others), and/or (2) criterion referenced (comparing student performance to a mastery level), also publisher's specific suggestions for test use (e.g., diagnosis of strengths and weaknesses) are summarized.
(10)	Evidence of validity for intended usage	Information is presented on the extent to which the test has been proven useful in contexts for which it was intended.
(11)	Special conditions of availability	Any additional availability information is noted (e.g., the test may be administered at certain times of the year).

Test Selection Considerations

These profiles are designed to facilitate a general screening of available test options. After identifying potentially appropriate tests, users are urged to solicit additional detailed information from test publishers before making any final test selection.*

The consumer should be keenly aware of the manner in which test results are to be used before proceeding with test selection. Once the purpose for assessment is articulated, a variety of test

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*For detailed guidelines on the selection and use of published tests, the reader is referred to Guidelines for the Selection of Basic Skills and Life Skills Tests, Portland, OR: Northwest Regional Educational Laboratory, 1980. This publication provides strategies and checklists for evaluating score dependability, test validity, and the logistics of test use.

characteristics must be evaluated to determine which test(s) are capable of meeting prescribed needs. Some of the factors to be considered are reviewed in the following paragraphs.

Test reliablity. If objective tests are to yield useful information, scores must be consistent or dependable. This means that scores must be stable over time (i.e., produce equivalent results in retesting), provide consistent results over ostensibly equivalent exercises, and yield stable results across independent evaluations of proficiency. Indicators of dependability or reliability must be provided by the test publisher. In certain testing situations, such as when scores are used to certify competence, to place individuals at different levels of instruction, to make educational/career decisions, or to manage instruction in individualized settings, very high score consistency is necessary. Whenever a test is to be the sole basis of an important educational decision, high reliability is a must. The following questions should guide your evaluation of test score reliability:

- Is reliability estimated in the test manual for every score included in the examinee's test performance profile?
- Is there evidence of score consistency over time?
- If there are parallel forms of the test available, has their score equivalence been established?
- Is there evidence of internal consistency reliability?
- Is there reason to suspect scores are based on very few items? If so, is the reliability of the very short test addressed?
- Does the examinee group on which reliability estimates were based include students like those whom you intend to test?

Test validity. Determining reliability is only part of the test selection task. Attention must also be given to validity. In evaluating test validity, the user must consider two kinds of information: (1) whether the test measures what it is intended to measure (usually verified via expert opinion) and (2) whether the test yields scores consistent with other measures of the same trait (usually verified via correlation coefficients showing the statistical relationship between the test in question and other performance indicators). In general, the published test manual should provide appropriate and understandable evidence that the test measures important skills and that the test items cover intended content. Meeting the test developer's expectation is not enough, however. Of even greater importance is ensuring that the test measures what the user wants it to measure. If the test does not relate directly to local instructional priorities, it will not be a valid measure for use with students in that setting.

The following questions should guide your evaluations of test validity:

- Does the test publisher present evidence of the appropriateness of the content covered (e.g., are qualified reviewers' opinions presented)?
- Does the publisher verify the link between test items and the intended focus of the test?
- Have you verified the appropriateness of test content coverage to your own local curricular priorities?
- Does the publisher present evidence that the test was externally reviewed to ensure that items are not racially or sexually biased?
- Is the validation group similar to your intended test group?
- Will the scores be sufficiently precise to help with whatever decisions you need to make on the basis of results?

Test logistics. A final consideration in test selection relates to ease, efficiency and cost of use. The published user's manual should provide a clear and complete set of instructions for administering and scoring the test. Any alternative scoring and reporting services available should be explained. All of these factors should be reviewed and considered in choosing the appropriate test.

PROFILES OF TESTS OF WRITING PROFICIENCY

The following test profiles are arranged alphabetically by test name. In addition, to further assist the user in finding the most relevant tests, three summary resource lists or indexes are provided at the end of the chapter. The first identifies available tests by grade level (elementary, junior high, high school, college and adult). The second lists available tests by publisher. The third index lists tests which include a writing sample.

TEST PROFILE

Name of Test: ACT Assessment English Usage Test (subtest of an achievement battery)

Date of Publication: Five times per year

Publisher's Name and Address: The American College Testing Program
P.O. Box 168
Iowa City, IA 52243

Administration Time: 50 minutes

Grade Level(s): High School; College

Trait(s) Measured:

Punctuation, grammar, style, diction, logic, organization

Writing Sample: No

Evidence of Reliability:

Internal consistency measurements are reported by test form (median = .91). Parallel forms and test/retest reliability evidence is also available.

Suggested Uses: X Norm-Referenced ___ Criterion-Referenced

College admission, course placement, guidance and advising

Evidence of Validity for Intended Uses:

Content validity established via test development procedures and review by subject matter experts; construct validity established via correlation with writing sample scores (correlation about .70); predictive validity established via correlation with freshman English grades on a college by college basis for user institutions.

Special Conditions of Availability: Tests are administered five times yearly at selected sites as part of the ACT Assessment Program. Special administrations for local research and evaluation services can be arranged under certain circumstances.

TEST PROFILE

Name of Test: ACT Proficiency Examination
Freshman English

Date of Publication:
Three times per year

Publisher's Name and Address: American College Testing Program
P.O. Box 168
Iowa City, IA 52243

Administration Time: Three hours

Grade Level(s): College

Trait(s) Measured:

Knowledge of literature covering elements of fiction, non-fiction, drama, and poetry. Composition skills in organization, grammar, syntax, diction, spelling, and punctuation.

Writing Sample: Yes

Evidence of Reliability:

Part I (Objective): Internal consistency estimate (.72)
Part II (Essay); Interrater reliability (median = .90)

Suggested Uses: X Norm-Referenced ___ Criterion-Referenced

Credit by examination, advanced placement

Evidence of Validity for Intended Uses:

Content validity established through test development procedures and review by subject matter experts.

Special Conditions of Availability: Test is administered three times annually at selected sites as part of the ACT Proficiency Examination Program.

TEST PROFILE

Name of Test: Adult Performance Level Adult Survey--Writing Subscore (score based on items embedded in a longer test)

Date of Publication: 1976

Publisher's Name and Address: The American College Testing Program
P.O. Box 168
Iowa City, IA 52243

Administration Time: Untimed (total test requires about 1 hr. and 15 min.)

Grade Level(s) Adults

Trait(s) Measured:

Ability to recognize appropriately written material on various forms and documents used in everyday life

Writing Sample: No

Evidence of Reliability:

Internal consistency estimates provided (median = .53) for relatively short writing subtest

Suggested Uses: ____ Norm-Referenced X Criterion-Referenced

1. Curriculum planning and development
2. Identification of examinee strengths and weaknesses
3. Educational program evaluations.

Evidence of Validity for Intended Uses:

Content validity established via comprehensive surveys of functional competencies and via examination of subscore intercorrelations

TEST PROFILE

Name of Test: Adult Performance Level High School Survey-Writing Subscore (score based on items embedded in a longer test)

Date of Publication: 1976

Publisher's Name and Address: The American College Testing Program
P.O. Box 168
Iowa City, IA 52243

Administration Time:

Untimed (total test requires about 60 min.)

Grade Level(s)
High School

Trait(s) Measured:

Abilty to recognize appropriately written material on various forms and documents used in everyday life

Writing Sample: No

Evidence of Reliability:

Internal consistency estimates reported by grade (median = .53) for relatively short writing subtest

Suggested Uses: ___ Norm-Referenced X Criterion-Referenced

1. Curriculum planning and development
2. Identification of examinee strengths and weaknesses
3. Educational program evaluations

Evidence of Validity for Intended Uses:

Content validity established via comprehensive surveys of functional competencies and via examination of subscale intercorrelations

TEST PROFILE

Name of Test: Advanced Placement Exam in Literature and Language and Language and Composition

Date of Publication: One per year in May in advanced placement participating institutions.

Publisher's Name and Address: Advanced Placement Exam
College Entrance Examination Board
CN-6671
Princeton, NJ 08541-6671
Attention: Carl Hang
(609) 734-1393

Administration Time: 75 min. for objective
45 min. for free response

Grade Level(s): College

Trait(s) Measured:

Literature and Language: Ability to read and analyze poetry and prose, and to write exposition and critical analysis of both prose and poetry. Language and Composition: ability to recast sentences; the ability to read and analyze exposition and argument; and the ability to write expository and analytical essays.

Writing Sample: Yes. Required.

Evidence of Reliability:

Literature and Language: objective = .86; essay = .57 to .75; composite = .80 to .87; Language and Composition: objective = .88; essay = .56 to .82; composite = .82 to .90.

Suggested Uses: X Norm Referenced X Criterion-Referenced

College Course Placement

Evidence of Validity for Intended Uses:

Match of test content to college course content and grades discussed; validity should be investigated for each user institution.

TEST PROFILE

Name of Test: Assessment and Placement Services for Community Colleges: Writing Test

Date of Publication: 1984

Publisher's Name and Address: Educational Testing Service
Princeton, NJ 08541

Administration Time: 45 min.

Grade Level(s): College

Trait(s) Measured:

Ability to do the kind of writing usually required of students in colleges. Requires recognition of errors in grammar, usage, choice of words and idioms.

Writing Sample: Yes-optional essay.

Evidence of Reliability: KR-20 - .83

Suggested Uses:

Identifying the appropriate level of study for each entering student in each subject.

Evidence of Validity for Intended Uses:

Content and predictive validity are discussed. Correlation of the sentences writing section with English grades is .55.

TEST PROFILE:

Name of Test: Basic Achievement Skills Individual Screener (BASIS)

Date of Publication: 1983

Publisher's Name and Address: The Psychological Corporation
555 Academic Ct.,
San Antonio, TX 78204

Administration Time: Writing Exercise 10 min.

Grade Level(s) 3-8

Math, reading and spelling are untimed, but generally can be administered in less than 1 hour (including writing).

Trait(s) Measured:

Descriptive writing; however, patterns of errors may show up (e.g., lack of capitalization, punctuation, etc.)

Writing Sample: Optional writing exercise which is holistically scored (10 minutes)

Evidence of Reliability:

Internal consistency thru application of McKuder-Richardson Formula for each grade and age group. Spelling test-retest reliability is .87 to .96

Suggested Uses:

Diagnostic; screening to estimate grade placement in basic skills for ungraded students, transfer students and for those students for whom no past academic history is available.

Evidence of Validity for Intended Uses:

Two school systems of average socioeconomic levels in two different areas of the country administered to typical classrooms; 360 students participated; 6 scorers who were trained and experienced in holistic writing assessment from 3 regions of the country rated the papers.

TEST PROFILE

Name of Test: Basic Skills Assessment: A Writer's Skills

Date of Publication: 1977

Publisher's Name and Address: CTB/McGraw Hill Service
2500 Garden Road
Monterey, CA 93940
(415) 897-5201

Administration Time: 45 min.

Grade Level(s): 7-12

Trait(s) Measured:

Mechanics of writing, effectiveness of expression, writing samples (completing a form, writing a business letter, conveying information accurately, writing creatively)

Writing Sample: Yes

Evidence of Reliability: KR-20 ranges from .74 - .94

Suggested Uses:

Achievement testing in high school, measure of functional literacy for adults.

Evidence of Validity for Intended Uses:

Content and concurrent validity are discussed.

TEST PROFILE

Name of Test: BRIGANCE Comprehensive Inventory of Basic Skills

Date of Publication: 1983

Publisher's Name and Address: CURRICULUM ASSOCIATES, Inc.
5 Esquire Road
North Billerica, MA 01862

Administration Time: No set time given

Grade Level(s): K-9

Student pages may be reproduced for group administration of assessments.

Trait(s) Measured:

The Writing section of the Comprehensive Inventory includes the following assessments:

- -Writes cursive lower case letters in sequence
- -Writes cursive upper case letters in sequence
- -Quality of Writing
  - Criteria and samples - manuscript
  - Criteria and samples - cursive
- -Sentence-writing for grade level placement
- -Capitalization
- -Punctuation
- -Addresses Envelopes
- -Writes letters
- -Writes Personal Data

Writing Sample:

Writing samples are elicited through Sentence-writing grade level placement and letter writing sections

Evidence of Reliability: See evidence of validity information below

Suggested Uses:

The Writing section of the Inventory assesses separate and specific writing skills to determine students' mastery of basic skills in written communication for purposes of:

1. identifying written communication skills mastered
2. identifying written communication skills needing reinforcement
3. grouping for instruction

Evidence of Validity for Intended Uses:

No formal Reliability or Validity information available. Comprehensive Inventory of Basic Skills is a criterion-referenced instrument which has been widely field-tested and critiqued. The Writing section identifies the students' competency in the multiple skills involved in writing.

TEST PROFILE

Name of Test: BRIGANCE Diagnostic Inventory of Essential Skills - Writing

Date of Publication: 1981

Publisher's Name and Address: Curriculum Associates, Inc.
5 Esquire Road
North Billerica, MA 01862

Administration Time: No set time given.

Grade Level(s): 4-12

Student pages may be reproduced for group administration of assessments.

Trait(s) Measured:

The Writing Section of the Inventory of Essential Skills includes the following assessments:

- -Writing manuscript and cursive letters
- -Quality of writing
- -Sentence-writing level placement
- -Capitalization
- -Punctuation
- -Addresses Envelopes
- -Letter Writing

Writing Sample:

Writing samples are elicited through the Sentence-Writing Level Placement and Letter Writing sections

Evidence of Reliability: See evidence of validity information below.

Suggested Uses

The Writing section of the Inventory assesses separate and specific writing skills to determine students' mastery of basic skills in written communication for purposes of:

1. identifying written communication skills mastered
2. identifying written communication skills needing reinforcement
3. grouping for instruction

Evidence of Validity for Intended Uses:

No formal Reliability or Validity information available. Inventory of Essential Skills is a criterion-referenced instrument which has been widely field-tested and critiqued. The Writing section identifies the students' competency in the multiple skills involved in writing.

TEST PROFILE

Name of Test: California Achievement Tests-Language (subtest of an achievement battery)

Date of Publication: Form E 1985 Form F 1986

Publisher's Name and Address: CTB/McGraw-Hill
2500 Garden Road
Monterey, CA 93940

Administration Time: Time varies from 20 to 67 minutes, depending on the level.

Grade Level(s): K-12

Trait(s) Measured:

Mechanics, Expression, Spelling

Writing Sample: Yes (beginning in Spring, 1986)

Evidence of Reliability:

Internal consistency-Level 10 (Expression only) = .81; Level 11 (Expression only) = .74; Level 12-20 (Total Language) = .93-.96 (Median = .96)

Suggested Uses:

To provide information about the relative ranking of language achievement of students against a norm group as well as specific information about the instructional needs of students.

Evidence of Validity for Intended Uses:

Content validity established through review of widely used instructional materials and curriculum guides. Validity confirmed through reviews by teachers and content specialist. Correlations with CAT C&D to be reported in 1986.

TEST PROFILE

Name of Test: College English Placement Test

Date of Publication: 1969

Publisher's Name and Address: Riverside Publishing Company
1919 South Highland Avenue
Lombard, IL 60148

Administration Time: Objective Test: 45 minutes
Essay 1: 25 minutes
Essay 2: 35 minutes

Grade Level(s): College

Trait(s) Measured:

Topic selection, organizing materials for presentation, editing, composition

Writing Sample: Yes, scoring guidelines not provided

Evidence of Reliability:

Internal consistency reliability for objective test = .94

Suggested Uses: X Norm-Referenced ___ Criterion-Referenced

1. Screening of student for special needs or challenges
2. Placement into honors and regular section of freshman composition courses
3. Prediction of academic success
4. Useful for counseling students about curriculum or vocational choices

Evidence of Validity for Intended Uses:

Content validity based on analysis of textbooks and syllabi used in teaching freshman English; validity also discussed in terms of item difficulty and discriminating power.

TEST PROFILE

Name of Test: College-Level Examination Program (CLEP) General Examination in English Composition and Subject Examinations in College Composition and Freshman English

Date of Publication: Variable

Publisher's Name and Address: College Entrance Examination Board
CN6601
Princeton, NJ 08541-6601

Administration Time: 90 minutes

Grade Level(s): College

Trait(s) Measured:

English Composition: Logical and structural relationship within and between sentences; economy, precision, and clarity of communication; correctness of expression; purpose and audience; logical analysis.

College Composition: Sentence structure, paragraph and essay coherence, organization, style, logic, language history, and reference skills.

Freshman English: Style, logic, syntax, usage, punctuation, paragraph organization, construction, dictionary and research skills, analysis of prose
and poetry.

Writing Sample: Yes, optional

Evidence of Reliability:

English Composition = .92; College Composition = .91; Freshman English = .89

Suggested Uses: X Norm-References ___ Criterion-Referenced

Granting college course credit

Evidence of Validity for Intended Uses:

Match of test content to college course content and correlation of test scores with course grades discussed; should be evaluated by each user institution

TEST PROFILE

Name of Test: College Outcomes Measures Project, Composite Examination Writing Subscale (subtest of an achievement battery)

Date of Publication: 1985

Publisher's Name and Address: The American College Testing Program
P. O. Box 168
Iowa City, Iowa 52243

Administration Time: 88 minutes

Grade Level(s): College

Trait(s) Measured:

Ability to address an audience, organize and develop an essay, and use language and sentence structure.

Writing Sample: Yes, scoring procedures provided

Evidence of Reliability:

Internal consistency reliability = .80; interrater agreement estimates based on writing sample = .79

Suggested Uses: ___ Norm-Referenced X Criterion-Referenced

Evaluation of c ge-level instructional programs.

Evidence of Validity for Intended Uses:

Content validity evidence based on direct input of college English faculty at 40 participating institutions and through examination of subscale intercorrelations; concurrent validity evidence based on correlations between TSWE and ACT English Usage Test scores; construct validity evidences by pre- and post-testing of college students enrolled in English courses; predictive validity evidenced by studying successful college graduates.

TEST PROFILE

Name of Test: Comparative Guidance and Placement Program Sentences Test; also referred to as Written English Expression Test (subtest of achievement battery)

Date of Publication: 1973

Publisher's Name and Address: Multiple Assessment Programs and Services
CN6725
Princeton, NJ 08541-6725

Administration Time: 25 minutes

Grade Level(s): College

Trait(s) Measured:

Grammar, usage, choice of words, sentence structure, logical relationships within sentences, clarity of expression

Writing Sample: No

Evidence of Reliability: Internal consistency reliability = .83

Suggested Uses X Norm-Referenced ___ Criterion-Referenced

1. Facilitate placement in English courses, particularly developmental ones.
2. Contribute to predictions of success in subjects requiring competent writing.

Evidence of Validity for Intended Uses:

Match of test content with college course content and correlation with course grades discussed; should be investigated for each user institution.

TEST PROFILE

Name of Test: Comprehensive Assessment Program-Spelling, Capitalization and Punctuation, Grammar and Language Total (subscores of an achievement battery)

Date of Publication: 1980

Publisher's Name and Address: American Testronics
P O. Box 2270
Iowa City, Iowa 32244

Administration Time: 20 minutes
(5 minutes per test)

Grade Level(s): 2-8

Trait(s) Measured:

Spelling, capitalization, punctuation, grammar

Writing Sample: No

Evidence of Reliability:

Internal consistency reliabilities reported by subtest and grade level: Spelling range = .58-.78 (median = .77); puncutation and capitalization range = .75-.83. (median = .79); grammar range = .53-.84 (median = .71); language total range = .86-.92, (median = .90).

Suggested Uses X Norm-Referenced X Criterion-Referenced

Designed to evaluate student growth for individual and group instructional management and planning; specific uses:

1. To assess individual performance
2. To diagnose individual student problems
3. To evalute instructional programs
4. To aid in Career Counseling

Evidence of Validity for Intended Uses:

The reference group for each test is a nationwide sample of students who completed a course in the appropriate subject area. Curriculum specialists from the high school and university developed test specifications. Tests were then reviewed by subject matter specialists.

TEST PROFILE

Name of Test: Comprehensive Test of Basic Skills. Language (subtest) of an achievement battery) Forms U and V

Date of Publication: 1981

Publisher's Name and Address: CTB/McGraw-Hill
2500 Garden Road
Monterey, CA 93940

Administration Time:

Time varies by level from 12 to 47 minutes

Grade Level(s):
Form U K-12
Form V 2-12

Trait(s) Measured:

Mechanics, Expression, Spelling

Writing Sample: No

Evidence of Reliability:

Internal consistency: Level B (Expression only) = .77; Level C (Expression only) = .89; Levels D-J (Total Language) = .89-.95 (median =.94)

Suggested Uses:

To provide information about the relative ranking of language achievement of students against a norm group as well as specific information about the instructional needs of students.

Evidence of Validity for Intended Uses:

Content validity established through review of widely-used instructional materials and curriculum guides. Validity confirmed through reviews by teachers and content specialists. Correlations with Form S Language Tests range from .79 to .85 with median of .81.

TEST PROFILE

Name of Test: Comprehensive Testing Program II
Subtests: Writing and English Expression

Date of Publication: 1982

Publisher's Name and Address: Educational Records Bureau
Box 619
Princeton, NJ 08541
(609) 734-1988

Administration Time:

Mechanics of Writing: 45 minutes
English Expression: 40-45 minutes

Grade Level(s):

2-12 (five test levels)

Trait(s) Measured:

Level 2, 4: Writing Skills, Spelling Capitalization, Punctuation, Usage
Level 5: Writing Skills, Spelling, Capitalization, Punctuation, Grammar and Usage
Level 4, 5: English Expression = Sentence Effectiveness, Logic and Organization of Paragraphs, The Writing Process

Writing Sample: No

Evidence of Reliability:

KR-20 for internal consistency. Mechanics of writing = .88-.92; English Expression = .85-.92.

Suggested Uses X Norm-Referenced ___ Criterion-Referenced

Tests have been designed specifically to meet the requirements of the ERB schools for achievement and aptitude data

Evidence of Validity for Intended Uses:

Test development process included a series of both internal and external reviews of the match between actual and specified test content. National norms were provided by equating the CTP II achievement tests to recently standardized achievement test batteries, the Sequential Tests of Educational Progress (STEP III) for Grades 3 (spring) through 12 and CIRCUS for grades 1 (spring) through 3 (fall).

TEST PROFILE

Name of Test: Descriptive Tests of Language Skill- Logical Relationships

Date of Publication: 1977-81

Publisher's Name and Address: Educational Testing Service
Princeton, NJ 08541

Administration Time: 30 minutes

Grade Level(s):
High school
College

Trait(s) Measured:

Categorizing ideas, using appropriate connectives, making analogies, recognizing principles of organization

Writing Sample:

No, but can be used with a writing sample in some ETS programs

Evidence of Reliability:

Internal consistency, parallel forms, test/retest estimates provided (median = .89)

Suggested Uses: _X_ Norm-Referenced ___ Criterion-Referenced

1. College course placement
2. Remedial/developmental studies
3. Assess effectiveness of instruction

Evidence of Validity for Intended Uses:

Content validity established via expert review; construct validity established via correlation with writing sample scores; predictive validity established via correlation with college grades on an institution by institution basis.

TEST PROFILE

Name of Test: Descriptive Tests of Language Skills- Sentence Structure

Date of Publication: 1977-81

Publisher's Name and Address: Educational Testing Service
Princeton, NJ 08541

Administration Time: 30 minutes

Grade Level(s): High school
College

Trait(s) Measured:

Using complete sentences; using coordination and subordination appropriately; placing modifiers appropriately.

Writing Sample:

No, but can be used with a writing sample in some ETS programs

Evidence of Reliability:

Internal consistency, parallel forms, test/retest estimates provided (median = .84)

Suggested Uses X Norm-Referenced ___ Criterion-Referenced

1. College course placement
2. Remedial/development studies
3. Assess effectiveness of instruction

Evidence of Validity for Intended Uses:

Content validity established via expert review; construct validity established via correlation with writing sample scores; predictive validity established via correlation with college grades on an institution by institution basis.

TEST PROFILE

Name of Test: Descriptive Tests of Language Skills-Usage

Date of Publication: 1977-81

Publisher's Name and Address: Educational Testing Service
Princeton, NJ 08541

Administration Time: 30 minutes

Grade Level(s): High
High school
College

Trait(s) Measured:

Ability to use pronouns, modifiers, diction and idioms, verbs

Writing Sample No

Evidence of Reliability:

Internal consistency, parallel forms, test/retest estimates provided (median = .85)

Suggested Uses: X Norm-Referenced ___ Criterion-Referenced

1. College course placement
2. Remedial/developmental studies
3. Assess effectiveness of instruction

Evidence of Validity for Intended Uses:

Content validity established via expert review; construct validity established via correlation with writing sample scores; predictive validity established via correlation with college grades on institution by institution basis.

TEST PROFILE

Name of Test: Diagnostic Skills Battery-Language Arts (subtest of an achievement battery)

Date of Publication: 1977

Publisher's Name and Address: Scholastic Testing Service, Inc.
480 Meyer Road
Bensenville, IL 60106

Administration Time: 60 minutes

Grade Level(s): 1-8

Trait(s) Measured:

Capitalization and punctuation, usage, sentence knowledge and composing process

Writing Sample: No

Evidence of Reliability:

Internal consistency reported for both forms and levels 3-8, reliability estimates ranged from .90 to .93 (median = .92); parallel forms correlations range from .71 to .88 (median = .79).

Suggested Uses: X Norm-Referenced X Criterion-Referenced

1. Evaluate student mastery/non-mastery of specified objectives
2. Plan instruction for individuals, groups or classes
3. Determine objectives or skill areas that need emphasis

Evidence of Validity for Intended Uses:

Content validity established via review by subject matter experts. Concurrent validity - correlations between the Language Arts scores of DSB and English in the Educational Development Series (also an STS test) ranged from .54 to .98 (median = .84).

TEST PROFILE

Name of Test: Differential Aptitude Test
Form T

Date of Publication: 1975

Publisher's Name and Address: Psychological Corporation
555 Adademic Court
San Antonio, TX 78204

Administration Time: Language Usage
25 minutes

Grade Level(s): 8-12

Trait(s) Measured:

Sensitivity to correctness of expression, punctuation, and word usage

Writing Sample: No

Evidence of Reliability: .90-.94 depending on level

Suggested Uses:

Educational and vocational guidance in junior and senior high school

Evidence of Validity for Intended Uses:

Standardized on a nationwide sample of more than 60,000 students, including representation of minority groups.

TEST PROFILE

Name of Test: Educational Development Series Language Arts (subtest of an achievement battery) Date of Publication: 1984

Publisher's Name and Address: Scholastic Testing Service, Inc.
Attn: Dr. John Kauffman
480 Meyer Road
P. O. Box 1056
Bensenville, IL 60106

Administration Time: 20-45 minutes Grade Level(s): K-12

Trait(s) Measured:

Grammar, capitalization, punctuation, spelling, sentence knowledge and composing process

Writing Sample: No

Evidence of Reliability:

Coefficients of reliability for within grade, within school groups ranged from .81 to .95, (median = .94) using KR-20.

Suggested Uses X Norm-Referenced ___ Criterion-Referenced

1. Compare student's achievement to interests
2. Compare student's achievement across subject-matter areas
3. Compare student's achievement with mental ability
4. Identify probable weaknesses and strengths in the measured traits

Evidence of Validity for Intended Uses:

Content validity established through review by subject matter experts; predictive and concurrent validity studies reported with scores in other achievement battery subtests and teacher's grades, e.g., correlations between STS and CAT scores ranged from .55 to .82 (median = .76); correlations between STS and CTBS scores ranged from .54 to .80 (median = .74).

TEST PROFILE

Name of Test: Essentials of English Tests Date of Publication: 1961

Publisher's Name and Address: American Guidance Service
Publisher's Bldg.
Circle Pines, MN 50014-1796

Administration Time: 45 minutes

Grade Level(s):
7-12 and college freshman

Trait(s) Measured:

Skills in spelling, grammatical usage, word usage, sentence structure, punctuation and capitalization.

Writing Sample: No

Evidence of Reliability:

Parallel forms reliability estimates range from .87 to .89

Suggested Uses: X Norm-Referenced X Criterion-Referenced

1. Identifying the nature and incidence of pupil errors
2. Surveying class strengths and weaknesses
3. Pre-testing and post-testing with alternate forms
4. Determining percentile distributions for intra-school comparisons
5. Making inter-school comparisons of pupil performance

Evidence of Validity for Intended Uses:

Content validity established via studies concerning frequencies of use and frequency of error. Items were also compared for frequency of appearance with those in the various English placement examinations that 130 representative American colleges and universities administered to entering freshman.

TEST PROFILE

Name of Test: Hoyum-Sanders English Test (4 forms) **Date of Publication:** 1964

Publisher's Name and Address: Bureau of Educational Measurement
Emporia State University
Emporia, KS 66801

Administration Time: 40 minutes **Grade Level(s):** 2-8

Trait(s) Measured:

Division one consists of parts covering sentence recognition, capitalization, punctuation, contractions, possessives, spelling, correct usage, and alphabetization. The second and third divisions consist of parts covering sentence recognition, capitalization, punctuation, correct usage, and reference materials, such as guide words and index.

Writing Sample: No

Evidence of Reliability:

Internal consistency reliability reported by form and grade: range = .86-.93, (median = .89).

Suggested Uses: X Norm-Referenced ___ Criterion-Referenced

1. Determining pupil achievement
2. Checking the efficiency of instruction
3. Assigning school marks
4. Analyzing pupil and class weaknesses
5. Motivating pupil effort

Evidence of Validity for Intended Uses:

Content validity established in terms of content analysis of text materials

TEST PROFILE

Name of Test: Illinois Tests in the Teaching of English

Date of Publication: 1972

Publisher's Name and Address: Southern Illinois University Press
Attn: Gipsey Hicks
P.O. Box 3697
Carbondale, IL 62901

Administration Time: Untimed - 4 subtests

Takes about 45-60 minutes each

Grade Level(s):

High school
English teachers

Trait(s) Measured:

Knowledge of language, knowledge of literature, knowledge of the teaching of English and attitude and knowledge in written composition

Writing Sample: No

Evidence of Reliability:

(Internal consistency) Kuder Richardson test reliability (Formula 21): Form A = .666; Form C = .895; Form D = .702

Correlation matrix to establish relationship between Form B and Forms A, C and D

Suggested Uses: ___ Norm-Referenced X Criterion-Referenced

Used as individual guides in the preservice and inservice education of high school English teachers

Evidence of Validity for Intended Uses:

Content validity was established by a review of 50 subject matter specialists' analyzing items and results of a computerized item analysis.

TEST PROFILE

Name of Test: Iowa Tests of Basic Skills
Multi-Level Battery-Writing
(subtest of achievement battery)
Forms G and H

Date of Publication: 1986

Publisher's Name and Address: Riverside Publishing Company
8420 Bryn Mawr Avenue
Chicago, IL 60631

Administration Time: 40 min. each
(2 samples)

Grade Level(s): 3-9

Trait(s) Measured:

Content, organization, style of expression and mechanics

Writing Sample: Yes

Evidence of Reliability: Not available

Suggested Uses: X Norm-Referenced X Criterion-Referenced

1. Analysis of group and individual weaknesses and strengths
2. Assist in individual pupil programming
3. Suggest possible changes in curriculum, instructional methods and materials, or instructional emphasis.

Evidence of Validity for Intended Uses: Not available

TEST PROFILE

Name of Test: Iowa Tests of Basic Skills Primary Battery-Language Skills (Writing) (subtest of an achievement battery)

Date of Publication: 1986

Publisher's Name and Address: Riverside Publishing Company
8420 Bryn Mawr Avenue
Chicago, IL 60631

Administration Time: 4 sub-sections

Require from 9-13 minutes

Grade Level(s): K-Primary

Trait(s) Measured:

Spelling, capitalization, punctuation, usage

Writing Sample: Yes, starting at grade 3

Evidence of Reliability:

Estimates of internal consistency reported by subsection ranging from .74 - .90 (median = .82); total language score estimate = .94

Suggested Uses: X Norm-Referenced X Criterion-Referenced

1. Analysis of group and individual weakness and strengths
2. Assist in individual pupil programming
3. Suggest possible changes in curriculum, instructional methods and materials, or instructional emphasis.

Evidence of Validity for Intended Uses:

Content validity established via experience, research, and expertise of subject matter and testing specialties. Input from users was also considered; validity also examined in terms of item discrimination and difficulty.

TEST PROFILE

Name of Test: Iowa Tests of Educational Development-Correctness of Expression (subtests of an achievement battery)

Date of Publication: 1980

Publisher's Name and Address: Science Research Associates, Inc.
155 N. Wacker Drive
Chicago, IL 60606

Administration Time: 35 minutes

Grade Level(s): 9-12

Trait(s) Measured:

Language usage: punctuation, capitalization, manner of expression, word and sentence order, orgnization of ideas, spelling

Writing Sample: No

Evidence of Reliability:

Internal consistency estimates range from .92 to .93, separately by grade, semester, form and level

Suggested Uses: X Norm-Referenced ___ Criterion-Referenced

1. Chart student growth patterns over time
2. Compare performance across students
3. Conduct curriculum studies
4. An aid in evaluating educational programs for: longitudinal comparison of successive classes in a given grade; and tracing the educational development of class groups.

Evidence of Validity for Intended Uses:

Concurrent validity established via correlation with high school grades. 14 studies ranged .44 to .85. Scores also correlated with other tests: ACT English gr. 9=.70; gr. 10=.69, gr.11=.70, gr. 12=.73); ITBS Language (total = .83).

TEST PROFILE

Name of Test: IOX Basic Skills Tests
Elementary Level--Writing Subtest

Date of Publication: 1979

Publisher's Name and Address: Instructional Objectives Exchange
Box 24095
Los Angeles, CA 90024

Administration Time: Untimed
(requires 40-45 min.)

Grade Level(s): 4-6

Trait(s) Measured:

Selecting complete sentences, spelling correctly, capitalizing correctly, punctuating correctly, using verbs correctly, using adjectives and adverbs correctly, using pronouns correctly, expressing ideas in writing

Writing Sample: Yes, scoring procedures provided

Evidence of Reliability:

Internal consistency estimates for Form A = .83; Form B = .91.
Parallel forms reliability = .80

Suggested Uses: ___ Norm-Referenced

X Criterion-Referenced
(with norm referenced and latent trait interpretation options)

1. Diagnosis and group and individualized instructional management
2. Minimum competency assessment for end of fifth or sixth grade

Evidence of Validity for Intended Uses:

Content validity established via review of specifications and items by subject-matter specialists; domain-selection validity defended in terms of teachability, probable generalizability and practicality of the measured skills

TEST PROFILE

Name of Test: IOX Basic Skills Tests
Secondary Level--Writing Subtest

Date of Publication: 1978

Publisher's Name and Address: Instructional Objectives Exchange
Box 24095
Los Angeles, CA 90024

Administration Time: Untimed
(requires 45-50 minutes)

Grade Level(s): 9-12

Trait(s) Measured:

Using words correctly, checking mechanics, selecting correct sentences, expressing ideas in writing

Writing Sample: Yes, scoring procedures provided

Evidence of Reliability:

Internal consistency estimates reported by subtest; range = .67-.95 (median = .84); test retest estimates reported by subtest, range = .63-.80 (median = .75); estimates of mastery decision consistency also reported

Suggested Uses: ___ Norm-Referenced X Criterion-Referenced

1. Diagnosis and group and individualized instructional management
2. High schoool minimum competency assessment

Evidence of Validity for Intended Uses:

Content validity established via careful development of test specifications and careful review of exercises by subject matter specialists

TEST PROFILE

Name of Test: Language Inventory for Teachers, Subtest: Writing

Date of Publication: 1982

Publisher's Name and Address: Academic Therapy Publications
20 Commercial Blvd.
Novato, CA 94947

Administration Time: 30 minutes

Grade Level(s): Preschool- Jr. High

Trait(s) Measured: Spoken Language/ Written Language

Writing Sample: No

Evidence of Reliability: Not available

Suggested Uses: ___ Norm-Referenced X Criterion-Referenced

Ongoing assessment used for defining goals and objectives

Evidence of Validity for Intended Uses: Not available

TEST PROFILE

Name of Test: Language Proficiency Tests, Writing subtest

Date of Publication: 1981

Publisher's Name and Address: Academic Therapy Publications
20 Commercial Blvd.
Novato, CA 94947

Administration Time: 1.5 hours

Grade Level(s):
Age 7-Adults

Trait(s) Measured:

Aural/oral skills, reading, and writing

Writing Sample:

Yes. Scored for incorrect punctuation, capitalization, grammar, and faulty syntax.

Evidence of Reliability:

Test-retest for Comprehension subtest = .87. Not available for other subtests.

Suggested Uses: ___ Norm-Referenced X Criterion-Referenced

Designed to be used with students whose English speaking, reading, or writing skills are preventing them from succeeding in academic or vocational environments. Recommended for use with special education and ESL Students

Evidence of Validity for Intended Uses:

Correlation of LPT with Barnel-Loft = .77

TEST PROFILE

Name of Test: Metropolitan Achievement Tests - Language (subtest of an achievement battery)

Date of Publication: 1985

Publisher's Name and Address: The Psychological Corporation
555 Academic Court
San Antonio, TX 78204

Administration Time: Language test (including spelling) 18-35 minutes depending on level

Grade Level(s): K - 12

Trait(s) Measured:

Punctuation and capitalization, usage, grammar and syntax, spelling, study skills; listening comprehension included for grades 1.5-4.9

Writing Sample: Yes, as of Spring 1986

Evidence of Reliability:

Internal consistency reliability = .91

Suggested Uses X Norm-Referenced X Criterion-Referenced

Evidence of Validity for Intended Uses:

Content validity established via analysis of curricular content, texts, and objectives of textbooks, state syllabi, and objectives lists. Content validated by 6,000 classroom teachers participating in standardization process; validity also was examined in terms of item discrimination and difficulty.

TEST PROFILE

Name of Test: Metropolitan Language Instructional Tests

Date of Publication: 1978

Publisher's Name and Address: The Psychological Corporation
Harcourt Brace Jovanovich, Publishers
555 Academic Court
San Antonio, TX 71204

Administration Time: 110 to 150 minutes depending on level

Grade Level(s): 1.5-9.9

Trait(s) Measured:

Punctuation and capitalization, usage, grammar and syntax, spelling, study skills; listening comprehension included for grades 1.5-4.9

Writing Sample: Holistically scored writing sample

Evidence of Reliability:

Internal consistency reliability = .97

Suggested Uses: X Norm-Referenced X Criterion-Referenced

Evidence of Validity for Intended Uses:

Content validity established via analysis of curricular content, texts, and objectives of textbooks, state syllabi, and objectives lists. Content validated by 2,000 classroom teachers participating in standardization process; validity also was examined in terms of item discrimination and difficulty.

TEST PROFILE

Name of Test: National Educational Development Tests - English usage (subtest of an achievement battery)

Date of Publication: 1983

Publisher's Name and Address: Science Research Associates
155 N. Wacker Drive
Chicago, IL 60606

Administration Time: 30 minutes

Grade Level(s): 9-10

Trait(s) Measured:

Ability to use such basic elements of correct and effective writing as punctuation, capitalization, diction, and sentence reconstruction

Writing Sample: No

Evidence of Reliability:

Internal consistency reliability = .89-.91 depending on grade and semester

Suggested Uses: X Norm-Referenced ___ Criterion-Referenced

Educational and vocational planning

Evidence of Validity for Intended Uses:

Concurrent validity established via correlation with high school grades; scores also correlated with other tests (PSAT Verbal = .662; SAT Verbal = .558; ACT English usage = .737). Ranges for 10 sites (gr. 9) = .25 - .81; 8 sites, (gr. 10) = .34-.75.

TEST PROFILE

Name of Test: Objective Referenced Bank of Items and Tests, Reading and Communication Skills, Subtest: Language Mechanics

Date of Publication: 1980

Publisher's Name and Address: CTB/McGraw Hill
2500 Garden Road
Monterey, CA 93940

Administration Time: Untimed

Grade Level(s): 1-8

Trait(s) Measured:

Composition, mechanics, expression

Writing Sample: No

Evidence of Reliability:

Statistical characteristics vary with objectives and items chosen from bank. Internal consistency generally in mid-80's.

Suggested Uses:

Permits local schools or districts to have developed for them customized criterion-referenced tests. Estimated norm-referenced scores also available through use of "core items."

Evidence of Validity for Intended Uses:

Validity based on local choice of objectives and items that match local curriculum.

TEST PROFILE

Name of Test: Purdue High School English Test Effective Expressive

Date of Publication: 1962

Publisher's Name and Address: Riverside Publishing Company
8420 Bryn Mawr Avenue
Chicago, IL 60631

Administration Time: 36 minutes

Grade Level(s): 9-13

Trait(s) Measured:

Sample knowledge of "good" English measuring grammar, punctuation, effective expressive, vocabulary and spelling

Writing Sample: No

Evidence of Reliability:

The Kuder-Richardson type 21--provided an inter-form reliability among a sample of the norm group of .92

Suggested Uses: X Norm-Referenced ___ Criterion-Referenced

Provide normative data for student performance

Evidence of Validity for Intended Uses:

An opinion questionnaire was given to the norm group just before the two forms of the test were administered. The scores on the English tests were related to the responses on the opinion questionnaire. The raw correlation between total score and responses to the questionnaire indicated that the test had a lower based concurrent validity of .60.

TEST PROFILE

Name of Test: Sequential Tests of Educational Progress Series II-Mechanics of Writing, English Expression (subtests of an achievement battery)

Date of Publication: 1971

Publisher's Name and Address: Educational Testing Service
Princeton, NJ 08541

Administration Time: Mechanics: 40 min.
Expression: 40 min.

Grade Level(s): 4-college

Trait(s) Measured:

Mechanics: spelling, capitalization, punctuation
Expression: ability to evaluate the correctness and effectiveness of sentences

Writing Sample: No

Evidence of Reliability:

Equivalence of test forms established via statistical equating; internal consistency reliability and parallel forms reliability are reported by grade and test form, mechanics median = .91, expression median = .88

Suggested Uses: X Norm-Referenced ___ Criterion-Referenced

1. Tracking student progress over a period of time
2. Student grouping and placement
3. Diagnosis of strengths and weaknesses
4. Comparison of average performance of grade level groups or students with that of similar groups

Evidence of Validity for Intended Uses:

User urged to investigate content validity in terms of match between test content and local program characteristics; validity also discussed in terms of correlations between test parts.

TEST PROFILE

Name of Test: Sequential Tests of Educational Progress, Series III (STEP) Writing skills

Date of Publication: 1979

Publisher's Name and Address: Educational Testing Service
Princeton, NJ 08541

Administration Time: Untimed. Approximately 40 minutes for each level (7 levels)

Grade Level(s): 2.5-12.9

Trait(s) Measured:

Level D: spelling, word structure, capitalization, punctuation; Level E and above: knowledge and recognition of appropriate and effective sentence and paragraph construction, mechanics of writing, spelling, capitalization, punctuation and usage.

Writing Sample: No

Evidence of Reliability:

STEP reliabilities have been calculated by estimating each test's internal consistency. These are reported by grade and range from .88-.94 for the Writing Skills subtest. Parallel test forms X and Y are equated.

Suggested Uses:

1. Continuous measure of achievement
2. Facilitates Chapter 1 requirements
3. Student grouping and placement
4. Comparison of students with other groups via norm referenced measure

Evidence of Validity for Intended Uses:

For the Writing Skills measure; concurrent validity ranges from .81-.91 across levels, predictive validity ranges from .61-.83 across levels, and data on construct validity are provided.

TEST PROFILE

Name of Test: Stanford Achievement Test- Spelling, Language (subtests of achievement battery)

Date of Publication: 1982

Publisher's Name and Address: The Psychological Corporation
555 Academic Court
San Antonio, TX 78204

Administration Time: Spelling test 15-20 minutes depending on level; Language test 30 min.

Grade Level(s):
Spelling Test: 1.5-13
Language Test: 3.5-13

Trait(s) Measured:

Spelling, capitalization, punctuation, usage, syntax, language sensitivity, dictionary and other reference skills

Writing Sample: Yes

Evidence of Reliability:

Internal consistency reliability range = .94-.95, depending on level

Suggested Uses: X Norm-Referenced X Criterion-Referenced

Evidence of Validity for Intended Uses:

Content Validity established via analysis of curricular content, textbooks, and lists of objectives; validity also was examined in terms of item discrimination and difficulty.

TEST PROFILE

Name of Test: Test of Adolescent Language (anticipate an '86 revision)

Date of Publication: 1980

Publisher's Name and Address: PRO-ED
5341 Industrial Oaks Blvd.
Austin, TX 78731

Administration Time: 60 minutes

Grade Level(s): 6-12

Trait(s) Measured:

Ability to express thoughts in graphic form, ability to write, ability to understand and generate syntactic structures, ability to use language expressively

Writing Samples: No

Evidence of Reliability:

Test-retest and internal consistency, reliability estimates reported as ranging from .80 to .90

Suggested Uses X Norm-Referenced ___ Criterion-Referenced

1. Identify students lagging behind peers in language development
2. Determine strengths and weaknesses
3. Document progress in development of writing skills
4. Conduct research and evaluation in writing instruction

Evidence of Validity for Intended Uses:

Correlation with various other achievement test scores reported

TEST PROFILE

Name of Test: Test of Standard Written English

Date of Publication: 6 times per year

Publisher's Name and Address: Educational Testing Service
Princeton, NJ 08541

Administration Time: 30 minutes

Grade Level(s):
High school
College

Trait(s) Measured:

Grammar, usage, sentence structure, effective expression

Writing Sample:

No, but may be used with a writing sample in individual college placement systems

Evidence of Reliability:

Internal consistency, parallel form reliability estimates (with an interval of 5 months or more) reported, median = .88

Suggested Uses: X Norm-Referenced ___ Criterion-Referenced

College course placement

Evidence of Validity for Intended Uses:

Content validity established via expert review; construct validity established via correlation with writing sample scores; predictive validity established via correlation with college grades on an institution-by-intitution basis.

Special Conditions of Availability: Test scores available six times yearly with Admissions Testing Program score reports for Scholastic Aptitude Test; Tests also available for institutional administrations through Multiple Assessment Programs and Services (MAPS).

TEST PROFILE

Name of Test: Test of Written English Date of Publication: 1979

Publisher's Name and Address: Academic Therapy Publications
20 Commercial Blvd.
Novato, CA 94947

Administration Time: Untimed
(requires 10-20 min)

Grade Level(s): 1-6

Trait(s) Measured:

Capitalization, punctuation, written expression, paragraph writing

Writing Sample: Yes, scoring procedures provided

Evidence of Reliability: Not available

Suggested Uses:

___ Norm-Referenced

X Criterion-Referenced (with grade-level interpretation possible)

Individual student instructional management

Evidence of Validity for Intended Uses: Not available

TEST PROFILE

Name of Test: Test of Written Language Date of Publication: 1983

Publisher's Name and Address: PRO-ED
5341 Industrial Oaks Blvd.
Austin, TX 78731
(512) 892-3142

Administration Time: 45 minutes Grade Level(s) 2-12

Trait(s) Measured:

Vocabulary, thematic maturity, handwriting, spelling, word usage, style

Writing Sample: Yes

Evidence of Reliability:

Test-retest, internal consistency, inter-scorer reliability estimates reported as ranging from .80 to .90. There is a written language quotient.

Suggested Uses: X Norm-Referenced X Criterion-Referenced

1. Compare students on level of development of written expression
2. Delineate student strengths and weaknesses
3. Document progress in writing skills
4. Conduct research and evaluation in writing instruction

Evidence of Validity for Intended Uses:

Test scores correlated with Picture Story Language Test, IQ, and other achievement tests

TEST PROFILE

Name of Test: Tests of Achievement Proficiency Written Expression and Writing Form G (subtests of achievement battery)

Date of Publication: 1986

Publisher's Name and Address: Riverside Publishing Company
Attn: Dr. Edward C. Drahozal
8420 Bryn Mawr Avenue
Chicago, IL 60631

Administration Time: 40 minutes for each subtest

Grade Level(s): 9-12

Trait(s) Measured:

Capitalization, punctuation, grammar, usage, organization, spelling. Writing sample: content, organization, style of expression and mechanics

Writing Sample: Yes; scored holistically and analytically

Evidence of Reliability:

For objective test of Written Expression: internal consistency reliability, reported by grade level; median = .89

Suggested Uses:

X	Norm-Referenced (Written Expressions only)	X	Criterion-Referenced (Writing only)

1. Planning individual student programs
2. Curriculum evaluation
3. Preparation of lesson plans
4. Preparation and revision of courses of study

Evidence of Validity for Intended Uses:

Concurrent validity established via subscore intercorrelations; predictive validity established via correlations of test scores with high school grades.

TEST PROFILE

Name of Test: Tests of General Educational Development--Writing Skills

Date of Publication: 1983

Publisher's Name and Address: General Educational Development
Testing Services of the
American Council on Education
Attn: Richard Swartz
1 Dupont Circle
Washington, DC 20036
202-939-9490

Administration Time: 75 min.

Grade Level(s):

High school senior equivalent

Trait(s) Measured:

Mechanics, usage, sentence structure, logic and organization

Writing Sample: No.

(In 1988, test will have both direct and indirect measures.)

Evidence of Reliability: KR20 = .93 to .94

Suggested Uses: X Norm Referenced ___ Criterion-Referenced

Examination for award of high school equivalency credential.

Evidence of Validity for Intended Uses:

Conduct norming study of national sample of high school seniors. Norms are used to set passing levels. All states and most Canadian provinces use the test for high school equivalency tests.

TEST PROFILE

Name of Test: Walton-Sanders English Test (4 forms)

Date of Publication: 1964

Publisher's Name and Address: Bureau of Educational Measurement
Emporia State University
Emporia, KS 66801

Administration Time: 50 minutes

Grade Level(s):

9-College freshman

Trait(s) Measured:

Ability to recognize obvious errors in spelling, sentence structure, punctuation, the use of the past tense and past participle forms of verbs, the use of nominative and objective forms of pronouns, the use of English idioms, especially those involving a choice of prepositions, and other common faults.

Writing Sample: No

Evidence of Reliability:

Internal consistency reliability reported by test form and grade; range = .89-.93, mdn. = .91

Suggested Uses: X Norm-Referenced ___ Criterion-Referenced

Diagnosis, classification, measurement of progress, college entrance testing, teacher examination, exemption

Evidence of Validity for Intended Uses: Not available

INDEXES

Test by Publisher

Publisher's Name and Address	Test Name
Academic Therapy Publications 20 Commercial Blvd Novato, CA 94947	- Language Inventory for Teachers - Language Proficiency Test - Test of Written English
American College Testing Program P.O. Box 168 Iowa City, IA 52243	- ACT Assessment English Usage Test - ACT Proficiency Examination, Freshman English - Adult Performance Level Adult Survey - Adult Performance Level, High School Survey - College Outcomes Measures Project, Composite Examination
American Guidance Service Publisher's Building Circle Pines, MN 50014-1796	- Essentials of English Test
American Testronics P.O. Box 2270 Iowa City, IA 52244	- Comprehensive Assessment Program
Bureau of Educational Measurement Empire State University Emporia, KS 66801	- Hoyum-Sanders English Test - Walton-Sanders English Test
CTB/McGraw Hill Del Monte Research Park 2500 Garden Road Monterey, CA 93940 (Attn: Dr. John Stewart)	- Basic Skills Assessment: A Writer's Skills - California Achievement Tests - Comprehensive Test of Basic Skills - Objective Referenced Bank of Items and Tests, Reading and Communication Skills
Curriculum Associates, Inc. of Esquire Road North Billerica, MA 01682	- BRIGANCE Comprehensive Inventory Basic Skills - BRIGANCE Diagnostic Inventory of Essential Skills

College Entrance Examination Board CN 6601 Princeton, NJ 08541-6601 (Attn: Jane Flaherty Attn: Carl Haag)	- Advanced Placement Examination in Literature and Language, and Language and Composition - College Level Examination Program (CLEP)
Educational Records Bureau Box 619 Princeton, NJ 08541	- Comprehensive Testing Program II
Educational Testing Service Princeton, NJ 08541 (Attn: Alicia Dodd)	- Assessment and Placement Services for Community Colleges - Descriptive Tests of Language Skill, Logical Relationships - Descriptive Tests of Language Skills, Sentence Structure - Descriptive Tests of Language Skills, Usage - Sequential Tests of Educational Progress Series II (STEP) - Sequential Tets of Educational Progress Series III (STEP) - Test of Standard Written English
General Educational Development Testing Services of the American Council on Education 1 Dupont Circle Washington, DC 20036	- Tests of General Educational Development
Instructional Objectives Exchange Box 24095 Los Angeles, CA 90024	- IOX Basic Skills Tests, Elementary Level - IOX Basic Skills Tests, Secondary Level
Multiple Assessment Programs CN 6725 Princeton, NJ 08541-6725 (Attn: Doris Wittkop)	- Comparative Guidance and Placement and Services Program Sentence Test (or Written English Expression Test)
PRO-ED 5341 Industrial Oaks Blvd. Austin, TX 78731	- Test of Adolescent Language - Test of Written Language

The Psychological Corp. 555 Academic Court San Antonio, TX 78204	- Basic Achievement Skills Individual Screener (BASIS) - Differential Aptitude Test Form T - Metropolitan Achievement Tests--Language - Metropolitan Language Instructional Tests - Standard Achievement Test
Riverside Publishing Company 1919 South Highland Avenue Lombard, IL 60148 (Attn: Nancy McKnight)	- College English Placement Test - Iowa Tests of Basic Skills--Multi-level Battery - Iowa Tests of Basic Skills Primary Battery - Purdue High School English Tests - Tests of Achievement and Proficiency
Scholastic Testing Service, Inc. 480 Meyer Road P.O. Box 1056 Beasenvill, IL 60106 (Attn: Dr. John Kauffman)	- Diagnostic Skills Battery--Language Arts - Educational Development Series, Language Arts
Science Research Associates, Inc. 155 N. Wacker Drive Chicago, IL 60606	- Iowa Tests of Educational Development--Correctness of Expression - National Educational Development Test--English Usage
Southern Illinois University Press P.O. Box 3697 Carbondale, IL 62901 (Attn: Gipsey Hicks)	- Illinois Tests in the Teaching of English

Tests by Grade Level

Elementary K-6

- Basic Achievement Skills Individual Screener (BASIS)
- BIGANCEE Comprehensive Inventory of Basic Skills
- BRIGANCE Diagnostic Inventory of Essential Skills-Writing
- California Achievement Tests
- Comprehensive Assessment Program
- Comprehensive Test of Basic Skills
- Comprehensive Testing Program II
- Diagnostic Skills Battery--Language Arts
- Educational Development Series--Language Arts
- Hoyum-Sanders English Tests
- Iowa Tests of Basic Skills--Multi-level Battery
- Iowa Tests of Basic Skills--Primary Battery
- IOX Basic Skills Tests, Elementary Level
- Language Inventory for Teachers
- Language Proficiency Tests
- Metropolitan Achievement Tests
- Metropolitan Language Instructional Tests
- Objective Referenced Bank of Items and Tests, Reading and Communication Skills
- Sequential Tests of Educational Programs Series II (STEP)
- Sequential Tets of Educational Programs Series III (STEP)
- Stanford Achievement Test
- Test of Adolescent Language
- Test of Written English
- Test of Written Language

(Middle) Junior High 7-8

- Basic Achievement Skills Individual Screener (BASIS)
- Basic Skills Assessment: A Writer's Skills
- BRIGANCE Comprehensive Inventory of Basic Skills
- BRIGANCE Diagnostic Inventory of Essential Skills
- California Achievement Tests
- Comprehensive Assessment Program
- Comprehensive Test of Basic Skills
- Comprehensive Testing Program II
- Diagnostic Skills Battery--Language Arts
- Differential Aptitude Tests - Form T
- Educational Development Series, Language Arts
- Essentials of English Test
- Hoyum-Sanders English Test
- Iowa Tests of Basic Skills--Multi-level Battery
- IOX Basic Skills Tests, Elementary Level
- Language Inventory for Teachers
- Language Proficiency Test
- Metropolitan Language Instructional Tests
- Objective Referenced Bank of Items and Tests, Reading and Communication Skills
- Sequential Tests of Educational Progress Series II (STEP)
- Sequential Tests of Educational Progress Series III (STEP)
- Standard Achievement Test
- Test of Adolescent Language
- Test of Written Language

High School

- ACT Assessment English Usage Test
- Adult Performance Level
- Basic Skills Assessment:
- BRIGANCE Comprehensive Inventory of Basic Skills
- BRIGANCE Diagnostic Inventory of Essential Skills
- California Achievement Test
- Comprehensive Test of Basic Skills
- Comprehensive Testing Program II
- Descriptive Tests of Language Skills--Logical Relationship
- Descriptive Tests of Language Skills--Sentence Structure
- Descriptive Tests of Language Skills--Usage
- Differential Aptitude Test--Format

High School, cont'd.

- Educational Development Series, Language Arts
- Essentials of English Test
- Iowa Tests of Basic Skills--Multi-level Battery
- Iowa Tests of Educational Development--Correctness of Expression
- IOX Basic Skill Test--Secondary Level
- Language Proficiency Tests High School Survey
- Metropolitan Achievement Tests
- Metropolitan Language Instructional Tests
- National Educational Development Tests--English Usage
- Purdue High School English Test
- Sequential Tests of Educational Progress Series II (STEP)
- Sequential Tests of Educational Progress Series III (STEP)
- Stanford Achievement Test A Writer's Skills
- Tests of Achievement Proficiency
- Test of Adolescent Language
- Test of Standard Written English
- Tests of Educational Development
- Test of Written Language
- Walton-Sanders English Test

College

- ACT Assessment English Usage Test
- ACT Proficiency Examination, Freshman English
- Advanced Placement Examination in Literature and Language, and Language and Composition
- Assessment and Placement Services for Community Colleges
- College English Placement Test
- College-level Examination Program
- College Outcomes Measures Project, Composite Examination
- Comparative Guidance and Placement Program Sentences Test (or Written English Expression Test)
- Descriptive Tests of Language Skills--Logical Relationships
- Descriptive Tests of Language Skills--Sentence Structure
- Descriptive Tests of Language Skills--Usage
- Essentials of English Tests
- Language Proficiency Tests
- Sequential Tests of Educational Progress Series II (STEP)

College cont'd	- Stanford Achievement Test - Test of Standard Written English - Walton Sanders English Test
Adult	- Adult Performance Level Adult Survey - Illinois Tests in the Teaching of English - Language Proficiency Tests

Tests With Writing Samples

Academic Therapy Publications	- Language Proficiency Tests - Test of Written English
American College Testing Program	- ACT Proficiency Examinations Freshman English - College Outcomes Measures Project, Composite Examination
CTB McGraw Hill	- California Achievement Tests
Curriculum Associates	- BRIGANCE Comprehensive Inventory of Basic Skills - BRIGANCE Diagnostic Inventory of Essential Skills
College Entrance Examination	- Advanced Placement Examination in Literature and Language, and Language and Composition - College-level Examination Program (CLEP)
Educational Testing Service	- Assessment and Placement Services for Community Colleges
Instructional Objectives Exchange	- IOX Basic Skills Tests-- Elementary Level - IOX Basic Skills Tests-- Secondary Level
PRO-ED	- Test of Written Language
The Psychological Corporation	- Basic Achievement Skills Individual Screener (BASIS) - Basic Skills Assessment: A Writer's Skills - Differential Achievement Tests - Stanford Achievement Test

Riverside Publishing Company	- College English Placement Test - Iowa Tests of Basic Skills--Multi-level Battery - Iowa Tests of Basic Skills--Primary Level Battery - Tests of Achievement Proficiency